

**Introduction:****LEA: Charter School of Morgan Hill****Contact: Paige Cisewski, Principal****Year: 2014-2015****pcisewski@csmh.org (408)463-0618**

*The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

## **State Priorities**

*The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.*

### A. Conditions of Learning:

**Basic:** *degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)*

**Implementation of State Standards:** *implementation of academic content and performance standards adopted by the state board for all pupils, including English learners. (Priority 2)*

**Course access:** *pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)*

**Expelled pupils (for county offices of education only):** *coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)*

**Foster youth (for county offices of education only):** *coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)*

### B. Pupil Outcomes:

**Pupil achievement:** *performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)*

**Other pupil outcomes:** *pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)*

### C. Engagement:

**Parent involvement:** *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

**Pupil engagement:** school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

**School climate:** pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

### **Section 1: Stakeholder Engagement**

*Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.*

**Instructions:** Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

#### **Guiding Questions:**

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, community organizations representing English learners, and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

| Involvement Process  | Impact on LCAP   |
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| <p>Parent participation has always been a key component of Charter School of Morgan Hill's (CSMH) mission and vision. When enrolling in the School, parents commit to their child's education and to actively supporting the School. We benefit from an involved community that represents the entire student population including low income families, English learners and students with disabilities.</p> <p>CSMH has involved their stakeholders in the development of the Local Control Accountability Plan (LCAP). The following is a list of groups and their roles in the process:</p> <p>CSMH Board of Directors – When the new LCFF was passed and the LCAP requirements were established, staff educated the Board of Directors regarding the requirements and process. The Board discussed possible goals in the priority areas and reviewed drafts of the LCAP. Board meeting agendas are published and the community is encouraged to attend the meetings and provide input. LCFF and LCAP were discussed during the following meetings – February 25<sup>th</sup>, March 18<sup>th</sup>, April 15<sup>th</sup>, and May 20<sup>th</sup>. The Board of Directors approved the LCAP on June 17<sup>th</sup> prior to the approval of the budget.</p> <p>Project Cornerstone Committee – The Project Cornerstone Committee meets the first Wednesday of every month. During their March 3<sup>rd</sup> meeting, this group discussed the LCAP. They primarily focused on answering questions and sharing ideas that focused on the State priorities of pupil engagement and parent involvement.</p> <p>Local Control Funding/Budget Advisory Committee – This Board appointed committee met to help with the development of the LCAP. They reviewed parent surveys, had discussions regarding school priorities, and provided feedback to LCAP drafts. The Committee consisted of 13 members including 5 parents, 3 teachers, one administrative staff member, 2 community representatives, one CSMH Board representative and the CFO, who is the chairperson. The Committee met on April 9, May 1, May 19 and June 10.</p> | <p>The process of gathering input and feedback from the Charter School of Morgan Hill's community provided an opportunity for all stakeholders to offer ideas about the Local Control Accountability Plan. The entire process was very transparent, ensured that all statutory requirements were met and that the plan was aligned with common goals, purpose and intent.</p> <p>At meetings and in the Online Parent Survey, the parents clearly indicated that their first priority was to continue to attract and retain excellent teachers. They felt strongly that high quality teachers have the most significant impact on their children's education.</p> <p>All stakeholders recognized that quality staff development and sufficient materials were key ingredients in the successful implementation of the new Common Core State Standards (CCSS) in English Language Arts and mathematics and in the Next Generation Science Standards (NGSS).</p> <p>CSMH is currently located on an older school facility. For many years, the School community has expressed a need for a safer and more functional learning environment.</p> <p>Soliciting input from all stakeholders helped to identify our initial priorities. While not all areas of interest can receive an LCAP focus at this time, CSMH will use this information to define efforts for upcoming years.</p> <p>The WASC accreditation process is actually quite similar to the development of the LCAP in that CSMH was required to evaluate current programs, solicit input from all</p> |

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| <p>Whole School Input – The LCAP was discussed at length with the staff and they played an integral part in the development process. On April 30<sup>th</sup>, the CSMH held the annual State of the School meeting. This meeting was attended by over 200 families and the majority of the staff. An overview of the new LCFF and the LCAP was presented. Information about the eight state priorities was shared and then parents had an opportunity to give their input about which priorities they felt were the most important.</p> <p>The following were the top priorities selected by the parents:<br/> Retaining High Quality Teachers – 177<br/> Enrichment Programs – 155<br/> Improving Facilities - 91<br/> Field Trip/Assemblies – 91<br/> After School Activities/Clubs – 48<br/> After School Homework Center – 41<br/> Parent Workshops:<br/>     Motivating Your Child – 43<br/>     Supporting Math at Home – 35<br/>     Internet Safety – 25<br/>     Helping children with attention issues - 21</p> <p>Information was also disseminated about the LCAP through the Principal’s weekly newsletter and drafts of the LCAP were sent home and posted on the School’s website for parents to comment on. Surveys with specific questions about the state priorities were administered to staff and parents. Eighty four percent of the staff and 77% of the families responded to the surveys.</p> <p>The Staff’s preferred choices to the following questions were:</p> <p>What compensation is most important to you: Salary increases<br/> What would be the best classroom improvement: Upgraded or more storage<br/> What will be most important to Common Core implementation? Aligned instructional materials.<br/> What instrumtional programs/materials could increase pupil achievement?<br/> Dedicated aide to assist with intervention support</p> | <p>stakeholders and develop an action plan. The School has been implementing the WASC plan and will be reevaluated on progress towards the goals in the plan.</p> |
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| <p>How can we improve our school climate? Add student groups or clubs</p> <p>Finally, CSMH is accredited by the Western Association of Schools and Colleges (WASC). Part of the accreditation process is to go through an in-depth self study of the school's programs and to create an action plan. While going through this process the School analyzed formative and summative assessments, examined student work, observed instructional practices and interviewed stakeholders. The entire School community was involved at some level in the creation of the WASC plan. The school received a six year accreditation. The WASC plan served as a guide in creating the LCAP.</p> |  |
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## **Section 2: Goals and Progress Indicators**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

**Instructions:** Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

**Guiding Questions:**

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Metrics Statement: As a kindergarten through 8<sup>th</sup> grade school, CSMH does not administer the California High School Exit Exam (CAHSEE), Early Assessment Program (EAP) exam or Advanced Placement (AP) exams, offers A-G coursework or Career Technical Education (CTE) Pathways as defined by the state of California or receive a California Department of Education (CDE) calculation for graduation rate, dropout rate and Academic Performance Index (API). Therefore, these metrics will not be used in our plan. However, all of our actions are directed toward our students successfully matriculating to high school prepared to pass the CAHSEE and EAP, take A-G, AP and CTE courses and graduate high school.

| Identified Need and Metric<br>(What needs have been identified and what metrics are used to measure progress?)   | Goals  |  |  | Annual Update: Analysis of Progress  | What will be different/improved for students? (based on identified metric)                           |  |   | Related State and Local Priorities<br>(Identify specific state priority. For districts and COEs, <u>all priorities in statute must be included and identified</u> ; each goal may be linked to more than one priority if appropriate.) |
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|  | Description of Goal  | Applicable Pupil Subgroup(s)<br>(Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.) | School(s) Affected<br>(Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.) |  | Year 1:<br>2014-15   | Year 2:<br>2015-16   | Year 3:<br>2016-17  |  |
| <p><b>Need -</b><br/>Continue to attract and retain high quality staff</p> <p><b>Metrics –</b><br/>List showing staff members assignments and credentials<br/>Tables with salary comparisons<br/>Documentation outlining evaluation system<br/>Plan outlining process for supporting new staff</p> | <p><b>Goal #1 -</b><br/>Continue to provide a high quality work environment where staff feel valued and are encouraged to grow as professionals.</p> | All pupils   | CSMH   | Students will have appropriately credentialed, high quality teachers that are continuously improving | Students will have appropriately credentialed, high quality teachers that are continuously improving | Students will have appropriately credentialed, high quality teachers that are continuously improving | Priority #1 – Basic<br>Priority #2 - Implementation of CCSS<br>Priority #4 – Pupil Achievement<br>Priority #5 - Pupil Engagement<br>Priority #6 - School Climate<br>Priority #7 - Course Access<br><br>WASC goal #5 |  |

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| <p><b>Need</b> – 100% of students need access to high quality learning materials that support the Common Core State Standards, and the Next Generation Science Standards</p> <p><b>Metrics</b> – Materials and inventory reports</p> | <p><b>Goal #2</b> – All students will have access to English Language Arts (ELA) and math Common Core State Standards and Next Generation Science Standards materials.</p> | <p>All pupils</p> <p>Academically at-risk students</p> <p>English Language Learners</p> <p>Students with Disabilities</p> <p>Foster Youth</p> <p>Economically Disadvantaged</p> | <p>CSMH</p> |  | <p>70% of math instructional materials will be CCSS aligned</p> <p>70% of ELA instructional materials will be CCS aligned</p> | <p>85% of math instructional materials will be CCSS aligned</p> <p>85% of ELA instructional materials will be CCS aligned</p> <p>50% of science instructional materials will be NGSS aligned</p> | <p>100% of math instructional materials will be CCSS aligned</p> <p>100% of ELA instructional materials will be CCS aligned</p> <p>70% of science instructional materials will be NGSS aligned</p> | <p>Priority #1 – Basic</p> <p>Priority #2 - Implementation of CCSS</p> <p>Priority #4 – Pupil Achievement</p> <p>Priority #5 - Pupil Engagement</p> <p>Priority #7 - Course Access</p> |
| <p><b>Need</b> – A functional and safe learning environment that supports the School’s mission and vision.</p> <p><b>Metrics</b> – SARC Facility reports Prop. 39 requests</p>   | <p><b>Goal #3</b> – Work in partnership with the MHUSD to create a safe and modern learning environment for our School community</p>                                       | <p>All pupils</p>   | <p>CSMH</p> |  | <p>There will be an adequate number of grade level classrooms</p> <p>Work on a new multipurpose room will begin.</p>          | <p>There will be an adequate number of grade level classrooms</p> <p>Work will continue on a new multipurpose room.</p>  | <p>There will be an adequate number of grade level classrooms</p> <p>A new multipurpose room will be added to the campus</p>   | <p>Priority #1 – Basic</p> <p>Priority #3 – Parent Engagement</p> <p>Priority #6 – School Climate</p> <p>Priority #7 - Course Access</p>   |
| <p><b>Need</b> – Improve the articulation across grade</p>   | <p><b>Goal #4</b> – Staff will develop a specific scope and sequence that outlines</p>   | <p>All pupils</p>   | <p>CSMH</p> |  | <p>Increased and improved CCSS aligned instruction in</p>   | <p>Increased and improved CCSS aligned instruction in</p>  | <p>Increased and improved CCSS aligned instruction in</p>  | <p>Priority #2 - Implementation of CCSS</p> <p>Priority #3 –</p>   |

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| <p>levels in regards to the implementation of the Common Core State Standards and Next Generation Science Standards</p> <p><b>Metrics –</b><br/>Teacher yearly plans<br/>Project Plans<br/>Observations<br/>Scope and Sequences</p>  | <p>how they are implementing the Common Core State Standards in English Language Arts (ELA) and mathematics and the Next Generation Science Standards</p>   |   |             |  | <p>ELA</p> <p>Increased and improved CCSS aligned instruction in mathematics</p>  | <p>ELA</p> <p>Increased and improved CCSS aligned instruction in mathematics</p>  | <p>ELA</p> <p>Increased and improved CCSS aligned instruction in mathematics</p> <p>Increased and improved NGSS aligned instruction in science</p>  | <p>Parent Involvement Priority #4 – Pupil Achievement Priority #5 - Pupil Engagement Priority #7 - Course Access</p>   |
| <p><b>Need -</b><br/>To use assessments that provide relevant feedback to teachers and to use information gained from assessments to guide instruction</p> <p><b>Metrics –</b><br/>CAASP results<br/>Benchmark assessments<br/>DRA<br/>Rubrics<br/>Tracking and analysis of data</p> | <p><b>Goal #5 –</b><br/>CSMH staff will identify and use formative, interim and summative assessments to measure student performance on Common Core State Standards and Next Generation Science Standards</p> | <p>All pupils</p> <p>Academically at-risk students</p> <p>English Language Learners</p> <p>Students with Disabilities</p> <p>Foster Youth</p> <p>Economically Disadvantaged</p> | <p>CSMH</p> |  | <p>Baseline Academic Level Descriptors will be obtained for all students on the Smarter Balanced Assessment</p> <p>Benchmark assessments will be identified and piloted</p> <p>Baseline benchmark assessment data will be</p> | <p>After examining the Academic Level Descriptors for all students on the Smarter Balanced Assessment, staff will determine the overall percentage of improvement expected</p> <p>Benchmark assessments will be administered,</p> | <p>After examining the Academic Level Descriptors for all students on the Smarter Balanced Assessment, staff will determine the overall percentage of improvement expected</p> <p>Benchmark assessments will be administered,</p> | <p>Priority #2 – Implementation of CCSS<br/>Priority #3 – Parent Involvement<br/>Priority #4 – Pupil Achievement<br/>Priority #5 – Pupil Engagement<br/>Priority #8 – Other Pupil Outcomes</p> |

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|  |  |  |      |  | collected and staff will determine improvement goals<br><br>Staff will research and share formative and interim assessments | progress will be measured and new improvement goals will be established<br><br>Staff will use formative and interim assessments and will use information gathered from these assessments to guide instruction | progress will be measured and new improvement goals will be established<br><br>Staff will use formative and interim assessments and will use information gathered from these assessments to guide instruction |  |
| <b>Need –</b><br>Increase the reading and /or mathematics proficiency of students below grade level<br><br><b>Metrics –</b><br>CAASP results<br>Benchmark assessments<br>DRA<br>Rubrics<br>Tracking and analysis of data | <b>Goal #6 –</b><br>Implement programs that increase the performance of students below grade level in mathematics and reading. | Academically at-risk students<br><br>English Language Learners<br><br>Students with Disabilities<br><br>Foster Youth<br><br>Economically Disadvantaged | CSMH |  | Baseline levels of the number of students performing below grade level in reading and/or mathematics will be established    | 5% improvement in students reaching grade level in reading and/or mathematics as measured by state and School assessments   | 5% improvement in students reaching grade level in reading and/or mathematics as measured by state and School assessments   | Priority #4 – Pupil Achievement<br>Priority #5 - Pupil Engagement<br>Priority #7 - Course Access<br>Priority #8 – Other Pupil Outcomes<br><br>WASC goal #2 |
| <b>Need -</b><br>To provide an opportunity for 8 <sup>th</sup> grade   | <b>Goal #7 –</b><br>The School will develop a plan and will implement 8 <sup>th</sup> Grade exit Projects                      | All 8 <sup>th</sup> grade students   | CSMH |  | Plan outlining 8 <sup>th</sup> grade Exit Projects will be developed  | 75% of all 8 <sup>th</sup> grade students will complete an  | 100% of all 8 <sup>th</sup> grade students will complete an   | Priority #2 - Implementation of CCSS<br>Priority #3 –  |

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| <p>students to create a project that demonstrates the scope of their learning at CSMH</p> <p><b>Metrics –</b><br/>Plan outlining Exit Projects<br/>8<sup>th</sup> grade Exit Projects</p> |  |  |  |  |  | Exit Project | Exit Project | <p>Parent Involvement<br/>Priority #4 – Pupil Achievement<br/>Priority #5 - Pupil Engagement<br/>Priority #6 - School Climate<br/>Priority #8 – Other Pupil Outcomes</p> |
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**Section 3: Actions, Services, and Expenditures**

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.*

**Instructions:** Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
  - 2) How do these actions/services link to identified goals and performance indicators?
  - 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
  - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
  - 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
  - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
  - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

| Goal<br>(Include and identify all goals from Section 2)  | Related State and Local Priorities (from Section 2)   | Actions and Services   | Level of Service (Indicate if school-wide or LEA-wide) | Annual Update: Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?   |  |   |
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|  |   |  |  |   | Year 1: 2014-15   | Year 2: 2015-16  | Year 3: 2016-17   |
| Goal #1 – Continue to provide a high quality work environment where staff feel valued and are encouraged to grow as professionals. | Priority #1 – Basic<br>Priority #2 - Implementation of CCSS<br>Priority #4 – Pupil Achievement<br>Priority #5 - Pupil Engagement<br>Priority #6 - School Climate<br>Priority #7 - Course Access<br>WASC goal #5 | 1.1 Complete updating and revising the performance based pay evaluation system<br><br>1.2 Make sure salaries and benefits remain competitive and high quality teachers are recruited, retained and recognized<br><br>1.3 Develop a specific plan regarding the support of new teachers to the School | LEA  |   | 1.1 Draft of updated performance based pay plan will be completed<br><br>1.2 Salary and benefit comparisons between CSMH and other local districts will be examined and staff will make budget recommendations to the Board<br><br><b>1.2 Anticipated Expenditure:</b> Salaries budgeted to increase by 4%; benefit supplement to increase from \$6,000/year to \$7,800/year. Teacher Salaries and Benefits budgeted at \$2,666,000.<br><b>1.2 Anticipated Funding Sources:</b> LCFF EPA and General Fund (Salaries and Benefits)<br><br>1.3 Yearly staff development plan will be developed that | 1.1 Updated performance based pay plan will be implemented and evaluated<br><br>1.2 Salary and benefit comparisons between CSMH and other local districts will be examined and staff will make budget recommendations to the Board<br><br><b>1.2 Anticipated Expenditure:</b> Salaries will be budgeted to include a competitive increase.<br><b>1.2 Anticipated Funding Sources:</b> LCFF EPA and General Fund<br><br>1.3 Yearly staff development plan will be developed that supports new teachers with the purpose of improving instruction for all students | 1.1 Updated performance based pay plan will be implemented and evaluated and revised as necessary<br><br>1.2 Salary and benefit comparisons between CSMH and other local districts will be examined and staff will make budget recommendations to the Board<br><br><b>1.2 Anticipated Expenditure:</b> Salaries will be budgeted to include a competitive increase.<br><b>1.2 Anticipated Funding Sources:</b> LCFF EPA and General Fund<br><br>1.3 Yearly staff development plan will be developed that supports new teachers with the purpose of improving instruction for all students |

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|  |  |   |     |  | supports new teachers with the purpose of improving instruction for all students   |   |   |
| <p><b>Goal #2 –</b><br/>All students will have access to ELA and Math Common Core State Standards and Next Generation Science Standards materials.</p> | <p>Priority #1 – Basic<br/>Priority #2 - Implementation of CCSS<br/>Priority #4 – Pupil Achievement<br/>Priority #5 - Pupil Engagement<br/>Priority #7 - Course Access</p> | <p>2.1 Form committee to research and develop a list of classroom support materials needed to support CCCS and NGSS. It is recommended the group consider the following:</p> <ul style="list-style-type: none"> <li>• Both print and digital materials</li> <li>• Hands on manipulatives and experiments</li> <li>• Materials that encourage critical thinking skills</li> <li>• Materials that support differentiation</li> <li>• Materials that can be used for RTI</li> </ul> <p>2.2 The committee will collect information about materials that need to be purchased and will prioritize this list.</p> <p>2.3 Purchase of materials will be made and these new materials will be used in classrooms.</p> <p>2.4 Ongoing training on CCSS and NGSS instructional materials and resources will be provided</p> | LEA |  | <p>All actions and services will be performed as listed</p> <p><b>2.3 Anticipated Expenditure:</b><br/><i>Purchase of Standards aligned materials including print, digital, hands on manipulatives and experiments. Estimated amount \$75K.</i></p> <p><b>Anticipated Funding Sources:</b> <i>Common Core funds from 2013/14 - \$33K, LCFF EPA Funds (Instructional Materials, Computer Hardware and Software)</i></p> | <p>All actions and services will be performed as listed</p> <p><b>2.3 Anticipated Expenditure:</b><br/><i>Purchase of Standards aligned materials including print, digital, hands on manipulatives and experiments. Estimated amount \$75K.</i></p> <p><b>Anticipated Funding Sources:</b> <i>LCFF General Fund, EPA Funds(Instructional Materials, Computer Hardware and Software)</i></p> | <p>All actions and services will be performed as listed</p> <p><b>2.3 Anticipated Expenditure:</b><br/><i>Purchase of Standards aligned materials including print, digital, hands on manipulatives and experiments. Estimated amount \$75K.</i></p> <p><b>Anticipated Funding Sources:</b> <i>LCFF General Fund, EPA Funds(Instructional Materials, Computer Hardware and Software)</i></p> |

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| <p><b>Goal #3 –</b><br/>Work in partnership with the MHUSD to create a safe and modern learning environment for our School community</p> | <p>Priority #1 – Basic<br/>Priority #3 – Parent Engagement<br/>Priority #6 – School Climate<br/>Priority #7 - Course Access</p> | <p>3.1 Support the construction of the School’s new multi-purpose building by meeting with the District on a regular basis</p> <p>3.2 Support the upgrade of the site’s technology infrastructure</p> <p>3.3 Continue to highlight the needs of CSMH in terms of Measure G future expenditures</p> <p>3.4 Add classroom space as class size is reduced in the 4-8 grades to 24:1</p> | <p>LEA</p> |  | <p>3.1 Construction on the new multipurpose building will begin</p> <p><b>3.1 Anticipated Funding Sources:</b><br/><i>MHUSD Measure G and CSMH Foundation</i></p> <p>3.2. The School will work with MHUSD to understand the technology infrastructure plan and timeline</p> <p>3.4 CSMH will add at least one additional classroom to the site to accommodate the new 4<sup>th</sup> grade</p> <p><b>3.4 Anticipated Funding:</b> \$600,000 in capital improvements and \$65K in furniture<br/><b>3.4 Anticipated Funding Sources:</b><br/><i>Education Protection Account (\$243K from 2013/14 EPA, \$74K from 2014/15 EPA, \$348K from Fundraising (CSMH and Foundation)</i></p> | <p>3.1 Construction of new multipurpose building will continue</p> <p>3.2. The School will work with MHUSD to understand the technology infrastructure plan and timeline</p> <p>3.4 CSMH will add at least one additional classroom to the site to accommodate the new 5<sup>th</sup> grade</p> <p>3.4 CSMH will have facility plan and timeline in place for the additional space required for the middle school</p> <p><b>3.4 Anticipated Funding:</b> \$200,000 in capital improvements and furniture<br/><b>3.4 Anticipated Funding Sources:</b><br/><i>LCFF Education Protection Account, Foundation</i></p> | <p>3.1 Construction of the new multipurpose building will be completed</p> <p>3.2. The School will work with MHUSD to understand the technology infrastructure plan and timeline</p> <p>3.3 CSMH will work with MHUSD and will have a plan to communicate the School’s needs in regards to a safe and modern learning environment and Measure G funds</p> <p>3.4 CSMH will add at least one additional classroom to the site to accommodate the new 6<sup>th</sup> grade<br/><b>3.4 Anticipated Funding:</b> \$200,000 in capital improvements and furniture<br/><b>3.4 Anticipated Funding Sources:</b><br/><i>LCFF Education Protection Account, Foundation</i></p> |
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| <p><b>Goal #4 –</b><br/>Staff will develop a specific scope and sequence that outlines how they are implementing the Common Core State Standards in English Language Arts (ELA) and mathematics and the Next Generation Science Standards</p> | <p>Priority #2 - Implementation of CCSS<br/>Priority #3 – Parent Involvement<br/>Priority #4 – Pupil Achievement<br/>Priority #5 - Pupil Engagement<br/>Priority #7 - Course Access</p>        | <p>4.1 Professional Learning Communities will be formed to work on scope and sequences</p> <p>4.2 Cross grade level and grade level teams will meet to provide feedback regarding scope and sequences</p> <p>4.3 Teachers will each have at least one SMART goal based on the Common Core State Standards and/or the Next Generation Science Standards</p> <p>4.4 At Back to School Night and Exhibitions share information with parents regarding the Common Core State Standards and Next Generation Science Standards</p> | <p>LEA</p> |  | <p>4.1 and 4.2 Scope and sequence drafts will be completed for the CCSS in English Language Arts and mathematics</p> <p>4.3 Teachers will provide evidence and reflection on their CCSS and/or NGSS goal and will demonstrate how he/she is implementing the new standards in his/her classroom</p> <p>4.4 At Back to School Night and Exhibitions share information with parents regarding the Common Core State Standards</p> | <p>4.1 and 4.2 Scope and sequences will be completed for the CCSS in English Language Arts and mathematics</p> <p>4.3 Teachers will provide evidence and reflection on their CCSS and/or NGSS goal and will demonstrate how he/she is implementing the new standards in his/her classroom</p> <p>4.4 At Back to School Night and Exhibitions share information with parents regarding the Common Core State Standards</p> | <p>4.1 and 4.2 Scope and sequence draft will be completed for the Next Generation Science Standards</p> <p>4.3 Teachers will provide evidence and reflection on their CCSS and/or NGSS goal and will demonstrate how he/she is implementing the new standards in his/her classroom</p> <p>4.4 At Back to School Night and Exhibitions share information with parents regarding the Common Core State Standards and Next Generation Science Standards</p> |
| <p><b>Goal #5 –</b><br/>CSMH staff will identify and use formative, interim and summative assessments to measure student performance on Common Core State Standards and Next Generation Science Standards</p>                                 | <p>Priority #2 – Implementation of CCSS<br/>Priority #3 – Parent Involvement<br/>Priority #4 – Pupil Achievement<br/>Priority #5 – Pupil Engagement<br/>Priority #8 – Other Pupil Outcomes</p> | <p>5.1 Staff will continue to use DRA in grade K-6 and will use this information to guide instruction</p> <p>5.2 Staff will adopt and/or develop benchmark assessments and will use information gathered from this assessments to guide instruction.</p>   | <p>LEA</p> |  | <p>5.1 The DRA will continue to be used to assess students in reading fluency and comprehension. Staff will use information from DRA to guide instruction</p> <p><b>5.1 Anticipated Expenditure:</b><br/><i>Purchase of DRA materials (Pearson</i></p>  | <p>5.1 The DRA will continue to be used to assess students in reading fluency and comprehension. Staff will use information from DRA to guide instruction</p> <p><b>5.1 Anticipated Expenditure:</b><br/><i>Purchase of DRA materials (Pearson</i></p>  | <p>5.1 The DRA will continue to be used to assess students in reading fluency and comprehension. Staff will use information from DRA to guide instruction</p> <p><b>5.1 Anticipated Expenditure:</b><br/><i>Purchase of DRA</i></p>  |

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|  |  | <p>5.3 Staff will use formative and interim assessments and will use information gathered from these assessments to guide instruction</p> <p>5.4 Staff will receive professional development about assessments and how to best use assessment results to improve instruction for all students</p> <p>5.5 Staff will use a data management tool to assess students data to determine areas of student need</p> <p>5.6 Staff will receive professional development on the implementation of the Smarter Balanced Assessment and how to interpret the results obtained from the assessment</p> <p>5.7 Staff will share with parents at conferences and on the standards based report cards information about each child's progress toward standards</p> |  |  | <p><i>Education) \$1,500</i></p> <p><b>5.1 Anticipated Funding Sources:</b><br/><i>Lottery Funds – Instructional Materials - \$30K Budget</i></p> <p>5.2 Benchmark assessments for mathematics will be developed and piloted.</p> <p>5.3 Staff will research, pilot and share various formative and interim assessments</p> <p>5.4 Staff will receive professional development about assessments and how to best use assessment results to improve instruction for all students</p> <p>5.5 Staff will research and purchase student data tool</p> <p><b>5.5 Anticipated Expenditures:</b><br/><i>Purchase of Data Director (\$2,500), SPIS (\$5,000) Jupiter Grades (\$1,200)</i></p> <p><b>5.5 Anticipated Funding Sources:</b><br/><i>LCFF General Fund –</i></p> | <p><i>Education)</i></p> <p><b>5.1 Anticipated Funding Sources:</b><br/><i>Lottery Funds – Instructional Materials</i></p> <p>5.2 Math benchmark assessments will be used at all grade levels. Baseline data will be gathered and improvement goals will be established.</p> <p><b>5.2 Anticipated Expenditure:</b><br/><i>Purchase of Math benchmark assessment tools</i></p> <p><b>5.1 Anticipated Funding Sources:</b><br/><i>LCFF General Fund, Lottery Funds – Instructional Materials</i></p> <p>5.2 Additional writing and reading assessments that support the CCSS in English Language Arts will be researched and piloted</p> <p>5.3 Staff will use a variety of formative and interim assessments and will use the information gathered from these</p> | <p><i>materials (Pearson Education)</i></p> <p><b>5.1 Anticipated Funding Sources:</b><br/><i>Lottery Funds – Instructional Materials</i></p> <p>5.2 A committee will be developed to begin examining and/or developing benchmark assessments for the NGSS.</p> <p>5.3 Staff will use a variety of formative and interim assessments and will use the information gathered from these assessments to guide instruction</p> <p>5.4 Staff will receive professional development about assessments and how to best use assessment results to improve instruction for all students</p> <p>5.5 Staff will receive professional development on how to utilize the student data tool</p> <p>5.6 Staff will receive</p> |
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|  |  |  |  |  | <p><i>Computer Hardware/Software - \$30K Budget</i></p> <p>5.6 Staff will receive professional development on the implementation of the Smarter Balanced Assessment</p> <p><b>5.4 and 5.6 Anticipated Expenditure: \$85K</b></p> <p><b>5.4 and 5.6 Anticipated Funding Sources: Common Core funds from 2013/14 - \$33K, LCFF General Fund, EPA Funds.</b></p> <p>5.7 Staff will share with parents at conferences and on the standards based report cards information about each child's progress toward standards</p> | <p>assessments to guide instruction</p> <p>5.4 Staff will receive professional development about assessments and how to best use assessment results to improve instruction for all students</p> <p>5.5 Staff will receive professional development on how to utilize the student data tool</p> <p>5.6 Staff will receive professional development on the implementation of the Smarter Balanced Assessment and how to interpret the results obtained from the assessment</p> <p>5.7 Staff will share with parents at conferences and on the standards based report cards information about each child's progress toward standards</p> <p><b>5.4, 5.5 and 5.6 Anticipated Expenditure: \$50K</b></p> | <p>professional development on the implementation of the Smarter Balanced Assessment and how to interpret the results obtained from the assessment</p> <p><b>5.4, 5.5 and 5.6 Anticipated Expenditure: \$50K</b></p> <p><b>5.4, 5.5 and 5.6 Anticipated Funding Sources: LCFF General Fund, EPA Funds</b></p> <p>5.7 Staff will share with parents at conferences and on the standards based report cards information about each child's progress toward standards</p> |
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| <p><b>Goal #6 –</b><br/>Implement programs that increase the performance of students below grade level in mathematics and reading with special focus on Low Income, EL and Foster Youth.</p> | <p>Priority #4 – Pupil Achievement<br/>Priority #5 - Pupil Engagement<br/>Priority #7 - Course Access<br/>Priority #8 – Other Pupil Outcomes</p> <p>WASC goal #2</p> | <p>6.1 Offer a Jump Start program two weeks before the beginning of each school year to students achieving below grade level expectations in reading and/or math</p> <p>6.2 Hire a Response to Intervention(RTI) aide to work with small groups of students falling below grade level</p> | <p>LEA</p> |  | <p>6.1 Offer a Jump Start program two weeks before the beginning of each school year to students achieving below grade level expectations in reading and/or math</p> <p><b>6.1 Anticipated Expenditure:</b> \$24,000 in salaries and related benefits<br/><b>6.1 Funding Source:</b> LCFF Supplemental Funding (\$14K) and General Fund (Salaries and Benefits)</p> <p>6.2 RTI aide will work with students falling below grade level in reading</p> <p><b>6.2: Anticipated Expenditure:</b> Hire a full time RTI Aide - \$31,000K<br/><b>6.2 Funding Source:</b> LCFF General Fund, EPA Funds, (Salaries and Benefits)</p> <p>6.2 Research based materials that support students reading below</p> | <p>6.1 Offer a Jump Start program two weeks before the beginning of each school year to students achieving below grade level expectations in reading and/or math</p> <p><b>6.1 Anticipated Expenditure:</b> \$28,000 in salaries and related benefits<br/><b>6.1 Funding Source:</b> LCFF Supplemental Funding and General Fund (Salaries and Benefits)</p> <p>6.2 RTI aide will work with students falling below grade level in reading and/or mathematics</p> <p><b>6.2: Anticipated Expenditure:</b> Full time RTI Aide - \$33,000K<br/><b>6.2 Funding Source:</b> LCFF General Fund, EPA Funds (Salaries and Benefits),</p> <p>6.2 Research based materials that support</p> | <p>6.1 Offer a Jump Start program two weeks before the beginning of each school year to students achieving below grade level expectations in reading and/or math</p> <p><b>6.1 Anticipated Expenditure:</b> \$32,000 in salaries and related benefits<br/><b>6.1 Funding Source:</b> LCFF Supplemental Funding and General Fund (Salaries and Benefits)</p> <p>6.2 RTI aide will work with students falling below grade level in reading and/or mathematics</p> <p><b>6.2: Anticipated Expenditure:</b> Full time RTI Aide - \$36,000K<br/><b>6.2 Funding Source:</b> LCFF General Fund, EPA Funds (Salaries and Benefits),</p> |

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|  |   |  |     |  | <p>grade level will be purchased</p> <p><b>6.2 Anticipated Expenditure:</b> <i>Fountas and Pinnell Intervention Program (approximately \$15K)</i></p> <p><b>6.2 Funding Source –</b> <i>Instructional Materials -Prop 20 Lottery and LCFF General or EPA funds (\$30K total budget)</i></p> | <p>students struggling in mathematics will be purchased</p> <p><b>6.2 Anticipated Expenditure:</b> <i>\$15K Additional research materials will be identified.</i></p> <p><b>6.2 Funding Source –</b> <i>Instructional Materials – Prop 20 Lottery, LCFF General or EPA Funds</i></p> |  |
| <p><b>Goal #7 –</b><br/>The school will develop a plan and will implement 8<sup>th</sup> Grade Exit Projects</p> | <p>Priority #2 - Implementation of CCSS<br/>Priority #3 – Parent Involvement<br/>Priority #4 – Pupil Achievement<br/>Priority #5 - Pupil Engagement<br/>Priority #6 - School Climate<br/>Priority #8 – Other Pupil Outcomes</p> | <p>7.1 The School will develop a plan for 8<sup>th</sup> Grade Exit Projects that will include:</p> <ul style="list-style-type: none"> <li>• overall purpose of the projects and expectations</li> <li>• how the projects will be completed</li> <li>• timelines for completion</li> <li>• how the projects will be assessed</li> </ul> <p>7.2 CSMH will begin to implement the 8<sup>th</sup> grade Exit Projects</p> | LEA |  | <p>7.1 The School will develop a plan for 8<sup>th</sup> Grade Exit Projects</p> <p><b>7.1: Anticipated Expenditure:</b> <i>Keys2Engage Portfolio software (\$1,200)</i></p> <p><b>7.1 Funding Source:</b> <i>LCFF General Fund (Computer Hardware/Software)</i></p>                        | <p>7.2 CSMH will begin to implement the 8<sup>th</sup> Grade Exit Projects</p> <p><b>7.2: Anticipated Expenditure:</b> <i>Included in Staff salaries</i></p> <p><b>7.2 Funding Source:</b> <i>LCFF General Fund or EPA (Salaries)</i></p>  | <p>7.2 CSMH will fully implement the 8<sup>th</sup> Grade Exit Projects</p> <p><b>7.2: Anticipated Expenditure:</b> <i>Included in Staff salaries</i></p> <p><b>7.2 Funding Source:</b> <i>LCFF General Fund or EPA (Salaries)</i></p> |

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

| Goal<br>(Include and identify all goals from Section 2, if applicable)   | Related State and Local Priorities<br>(from Section 2)   | Actions and Services  | Level of Service<br>(Indicate if school-wide or LEA-wide) | Annual Update:<br>Review of actions/services | What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?  |   |   |
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|  |  |   |   |  | LCAP Year<br>Year 1: 2014-15   | Year 2: 2015-16   | Year 3: 2016-17   |
| <p><b>Goal #6</b> – Implement programs that increase the performance of students below grade level in mathematics and reading.</p> | <p>Priority #4 – Pupil Achievement<br/>Priority #5 - Pupil Engagement<br/>Priority #7 - Course Access<br/>Priority #8 – Other Pupil Outcomes</p> <p>WASC goal #2</p> | <p>For low income pupils and English Learners</p> <p>6.1 Offer a Jump Start program two weeks before the beginning of each school year to students achieving below grade level expectations in reading and/or math</p> <p>6.2 Hire a Response to Intervention(RTI) aide to work with small groups of students falling below grade level</p> | <p>LEA</p>  |  | <p>6.1 Offer a Jump Start program two weeks before the beginning of each school year to students achieving below grade level expectations in reading and/or math</p> <p><b>6.1 Anticipated Expenditure:</b> \$24,000 in salaries and related benefits<br/><b>6.1 Funding Source:</b> LCFF Supplemental Funding (\$14K) and General Fund (Salaries and Benefits)</p> <p>6.2 RTI aide will work with students falling below grade level in reading</p> | <p>6.1 Offer a Jump Start program two weeks before the beginning of each school year to students achieving below grade level expectations in reading and/or math</p> <p><b>6.1 Anticipated Expenditure:</b> \$28,000 in salaries and related benefits<br/><b>6.1 Funding Source:</b> LCFF Supplemental Funding and General Fund (Salaries and Benefits)</p> <p>6.2 RTI aide will work with students falling below grade level in reading and/or</p> | <p>6.1 Offer a Jump Start program two weeks before the beginning of each school year to students achieving below grade level expectations in reading and/or math</p> <p><b>6.1 Anticipated Expenditure:</b> \$32,000 in salaries and related benefits<br/><b>6.1 Funding Source:</b> LCFF Supplemental Funding and General Fund (Salaries and Benefits)</p> <p>6.2 RTI aide will work with students falling below grade level in reading and/or</p> |

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|  |  |  |  |  | <p><b>6.2: Anticipated Expenditure:</b> Hire a full time RTI Aide -\$31,000K<br/> <b>6.2 Funding Source:</b> LCFF General Fund, EPA Funds, (Salaries and Benefits)</p> <p>6.2 Research based materials that support students reading below grade level will be purchased</p> <p><b>6.2 Anticipated Expenditure:</b> Fountas and Pinnell Intervention Program (approximately \$15K)<br/> <b>6.2 Funding Source –</b> Instructional Materials - Prop 20 Lottery and LCFF General or EPA funds (\$30K total budget)</p> | <p>mathematics</p> <p><b>6.2: Anticipated Expenditure:</b> Full time RTI Aide -\$33,000K<br/> <b>6.2 Funding Source:</b> LCFF General Fund, EPA Funds (Salaries and Benefits),</p> <p>6.2 Research based materials that support students struggling in mathematics will be purchased<br/> <b>6.2 Anticipated Expenditure:</b> \$15K Additional research materials will be identified.<br/> <b>6.2 Funding Source –</b> Instructional Materials – Prop 20 Lottery, LCFF General or EPA Funds</p> | <p>mathematics</p> <p><b>6.2: Anticipated Expenditure:</b> Full time RTI Aide -\$36,000K<br/> <b>6.2 Funding Source:</b> LCFF General Fund, EPA Funds (Salaries and Benefits),</p> |
|  |  | For English learners:<br>See above   |  |  |  |   |  |
|  |  | For foster youth: Not Numerically Significant (NSS)                                  |  |  |  |   |  |
|  |  | For redesignated fluent English proficient pupils: Not Numerically Significant (NSS) |  |  |  |   |  |

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Charter School of Morgan Hill will receive an estimated \$13,807 in supplemental funding generated by the School's unduplicated population of low-income (SED) and English Language Learners (ELL) students. The School did not qualify for any concentration grant funding. The unduplicated count is 5.61%. We have determined the most effective use of funds is to provide a summer school Jump Start program for these students and to provide increased and improved interventions during the school year. The Jump Start program will focus on intensive math and reading intervention. Teachers have sent personal invitations to the parents of the unduplicated students who would benefit from the Jump Start program asking them to allow their child to attend. We will continue to use the DRA program to measure student progress and to help determine their areas of need in reading fluency and comprehension. The School plans to hire a Response to Intervention (RTI) Aide that will work with small groups of students in the area of reading and math. The specialist will use a research based program that will increase students' success in reading and math and help them build proficiency in these areas.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

| <b>Minimum Proportionality Percentage (MPP):<br/>Summary Supplemental &amp; Concentration Grant</b> |              |              |              |              |
|---|--------------|--------------|--------------|--------------|
|   | 2013-14      | 2014-15      | 2015-16      | 2016-17      |
| Estimated Total LCFF Funding  | \$ 3,609,592 | \$ 3,905,478 | \$ 4,368,976 | \$ 4,429,065 |
| Estimated Base Grant  | N/A          | \$ 3,891,671 | \$ 4,350,757 | \$ 4,417,282 |
| Estimated Total of Supplemental and Concentration Grants  | N/A          | \$ 13,807    | \$ 18,219    | \$ 11,783    |
| Proportional Increase or Improvement in Services  | N/A          | 0.35%        | 0.42%        | 0.27%        |
| Current year estimated supplemental and concentration grant funding in the LCAP year                |              | \$ 13,807    | \$ 18,219    | \$ 11,783    |
| Current year Minimum Proportionality Percentage (MPP)   |              | 0.35%        | 0.42%        | 0.27%        |

For the Charter School of Morgan Hill, the percentage by which services for unduplicated pupils must be increased or improved as compared to services provided to all pupils in the LCAP year (minimum proportionality percentage, or MPP), per the above, is .35%.

CSMH is in compliance with its requirement to increase or improve services for unduplicated pupils since the School is planning to provide services above its target for Supplemental and Concentration Grant funding of \$13,807. Our 2014/15 budget allocates \$25,000 for the Summer School Jump Start program (see Section 6.1) and \$33,000 for the hire of a Response to Intervention Aide (see Section 6.2). CSMH continually monitors the services it provides and makes improvements to all programs that serve its low-income, English learners, foster youth, and students with disabilities.

The following are specific services and actions for pupils within the unduplicated population:

- The Summer School Jump Start program will be held from August 4, 2014 through August 15, 2014. Six certificated teachers are expected to host over 70 students in a program of ten half days focused on intensive math and reading instruction to give students a jump prior to the start of the new school year. Unduplicated students that would benefit from this program have been personally invited by the teachers. The program is available school wide and it is expected that other students may take advantage of it, as well.
- The school will hire a Response to Intervention Aide. This new staff member will work with students who are struggling in the area of reading and/or math. He/she will work with small groups of students on a daily basis and provide intense, focused instruction.
- The aide will use researched based intervention programs that include:
  - pre and post testing
  - well developed, prescriptive lessons
  - utilizes best instructional practices